

EASTERN CARVER COUNTY SCHOOLS

Position Description

SECTION I: GENERAL INFORMATION

Position Title: Special Education Center-Based Para	Department: Specialized Services
Reports to: Building Principal / Special Education Supervisor	FLSA Status: Non-Exempt
Band/Grade/Subgrade: B-2-2	Bargaining/Work Unit: MSEA Para
Tier/Lane: Tier 6	Position Last Updated: April 2017

SECTION II: JOB SUMMARY

To work under the direction of a certified special education teacher, supporting students on Individual Educational Plans (IEPs). This position must also demonstrate understanding of individual and unique characteristics of students with disabilities and assist them with their special education needs.

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility No:	1	Statement of duty/responsibility: Understanding the basic legal foundations of special education.
Percent of Time:	5%	

Tasks involved in fulfilling above duty/responsibility:

- Work under the direction of a certified special education teacher supporting students on Individual Educational Plans (IEPs)
- Demonstrate an understanding of the implementation of IEP goals, services and accommodations
- Ability to locate and interpret accommodations on students IEP's

Duty/Responsibility No:	2	Statement of duty/responsibility: Demonstrate understanding of individual and unique characteristics of students with disabilities and assist them with their special needs.
Percent of Time:	10%	

Tasks involved in fulfilling above duty/responsibility:

- Assist students on IEP's with personal care services and activities of daily living including toileting and eating
- Safely perform student transfers
- Work with students in functional living skills, community and vocational environments
- Assist with bus arrival and departure monitoring
- Monitor and implement accommodations for students on IEP's during unstructured times throughout the day, including playground and lunchroom
- Participate in professional development training offered by district special education and building special education teams

Duty/Responsibility No:	3	Statement of duty/responsibility: Understand and provide assistance with assessment, data collection, and implementation of individual plans.
Percent of Time:	10%	

Tasks involved in fulfilling above duty/responsibility:

- Monitor student progress.
- Monitor behavior contracts.
- Charting
- Identify the need for behavioral intervention and respond appropriately based on training and knowledge.
- Ability to follow specific student behavior plans such as behavior intervention plans (BIPs), contracts, point systems, etc.

Duty/Responsibility No:	4	Statement of duty/responsibility: Assist certified special education teachers in providing instructional content to students receiving special education
Percent of Time:	20%	

Tasks involved in fulfilling above duty/responsibility:

- Facilitate small groups, as directed by special education teacher
- Provide students with clear instructions
- Present activities in sequential manner and in reasonable timeframes
- Monitor and document student progress toward goals, as directed by special education teacher
- Provide assistance to special education teacher with curriculum and lesson preparations

Duty/Responsibility No:	5	Statement of duty/responsibility: Support the teaching and learning environment of students with special education needs
Percent of Time:	20%	

Tasks involved in fulfilling above duty/responsibility:

- Assist certified special education teacher
- Presentation of classroom work under the direction of teacher
- Assist student in recording classroom assignments in homework folders
- Assist students in organizational skills
- Demonstrate on-the-job professionalism
- Communicate on an on-going basis with special education teachers who direct your work
- Collaborate with educational professionals who also support and work with students on IEP's

Duty/Responsibility No:	6	Statement of duty/responsibility: Understand, support and implement the district Restrictive Procedure Plan.
Percent of Time:	35%	

Tasks involved in fulfilling above duty/responsibility:

- NVCI (CPI): Participate in Non-violence Crisis Intervention annual training and recertification
- PBIS: Participate in Positive Behavioral Intervention and Supports annual training
- Mental Health Training: Participate in annual training
- Implement all components Crisis Prevention intervention (CPI), including physical interventions on a frequent basis
- Utilize alternatives to restrictive procedures (including techniques to identify events and environmental factors that may escalate individual student behavior)
- Use effective and evidence based skills to de-escalate students' behaviors
- Monitor and respond to a student's physical signs of distress during restraint
- Document changes in learner behavior in both academic and social areas
- Observe and record student behavior utilizing different social rating systems

SECTION IV: KNOWLEDGE, SKILLS AND ABILITIES

- Understanding of the distinctions between roles and responsibilities of professionals, paraprofessionals, and support personnel and flexibility and ability to work with a variety of people.
- Knowledge of relevant laws, rules, regulations and local district policies and procedures related to students with disabilities.
- Knowledge of and experience with students with special education needs and services
- Ability to work one-on-one with students with behavior, academic, or health challenges
- Willingness to learn about children with special needs
- Understanding of the effects and side-effects of medications commonly prescribed for students
- Respect confidentiality rights of students on IEP's
- One person lift/transfer for students weighing less than 50#
- Two person lift/transfer all students weighing 50# or more
- Patience
- Accurate recording of observations
- Knowledge of a broad range of behavior intervention strategies, including those that reinforce positive behaviors
- Knowledge of standards for using restrictive procedures
- Understanding of the psychological/physiological impact of restrictive procedures and seclusion of students on IEPs
- Knowledge and ability to implement evidence-based crisis prevention; emphasis on early intervention and nonphysical methods for preventing or managing disruptive behavior
- Knowledge, abilities and skills to support and implement positive behavioral interventions in a school setting
- Understanding of personality and social/emotional development, and that behavior is patterned and addresses specific functions
- Understanding of the rationale, components, operation and evaluation of the program models in which they are working
- Ability to utilize visual strategies to support student understanding of academic and social learning (i.e. 5 point scale, graphic organizers, comic strip conversations, etc.)
- Utilize strategies to treat all students with unconditional positive regard.
- Attention to detail
- Group facilitation skills
- Ability to follow directions
- Demonstrate regular attendance
- Highly developed communication skills, i.e. oral and/or written
- Ability to record and summarize observed data in a timely fashion
- Demonstrates positive, professional relationships with student, teacher and peers
- Organizational skills
- Thoroughness
- Personal dependability
- Knowledge and ability to use e-mail
- Assist with differentiating curriculum and materials as directed by certified staff.

- Evidence of an understanding of the school culture and environment, and a commitment to carrying out the vision, mission and belief statements of Eastern Carver County Schools

SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS

- High school diploma or equivalent

SECTION VI: EXPERIENCE REQUIREMENTS

- Knowledge of and experience with students with special education needs and services.
- Experience in a K-12 school setting desired.

SECTION VII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS

- A clear and demonstrated commitment to the District mission, which is to ensure high quality, innovative, challenging education where all learners are valued and respected.
- Performing assigned responsibilities in a manner consistent with the District's established Core Values.
- Advancing the District's mission and values through careful attention to the key issues of Learning, Environment and Resources.

SECTION VIII: PHYSICAL JOB REQUIREMENTS

(Indicate according to essential duties/responsibilities):

The physical job requirements described here are representative of those an employee encounters while performing the primary functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary functions.

Key: N=Never O=Occasionally (1-33%) F=Frequently (34-66%) C=Consistently (67-100%)					
Demands		Demands		Demands	
Physical		Lifting/Carrying		Exposure to Environ. Conditions	
Standing	C	Up to 10 pounds	F	Possible exposure to blood-borne pathogens through blood and/or body fluids	
Walking	C	Up to 25 pounds	O		O
Sitting	C	Up to 50 pounds	O		Toxic chemicals
Talking in person/on the phone	C	Up to 75 pounds	O	Moving parts	O
Pushing/Pulling	F	Up to 100 pounds	O	Electrical shock risk	N
Hearing	C	More than 100 pounds	O	Explosives	N
Feeling, grasping, finger dexterity	C	Noise Levels		Fumes	N
Climbing, balancing	F	Quiet (i.e. private office)	O	Extreme cold (non-weather)	N
Stooping (bend at waist)	F	Moderate noise (i.e. business office with typewriters/ printers, light traffic)	F	Extreme heat (non-weather)	N
Crouching, crawling, kneeling, Squatting	F			Loud noise (i.e. many children laughing & playing, large earth moving equipment)	F
Stretching/reaching with hands & Arms	C				
Distinguishing smell	O	Very loud noise (i.e. jack hammer, front row rock concert)	N	Vision for close work/ability to adjust focus	C
Distinguishing temperature	O			Looking at computer monitor	F
Traveling by automobile	O			Color vision (identify & distinguish colors)	F
				Peripheral, depth perception	C

Note: Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.